

# Benedict Primary School Physical Education (PE) and Physical Activity (PA) Action Plan and Review

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**PE Coordinator's Name:** Catherine Martin

**Version / Date Updated:** July 2019

Agreed by Senior Management - Chris Smith

Signed: C. Smith

Agreed by Governor -

Signed: E. Stacey

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## Aims

1. **PE Curriculum** (PPESP Key Indicator: 1)

Provision of at least 100 minutes (50 minutes of Physical Development for EYFS) of progressive, active and engaging curriculum PE per week (across 2 separate lessons on different days) for all children.

2. **Physical Activity** (PPESP Key Indicator: 1)

All children are enthused and able to be physically active for at least 60 minutes per day (minimum 30 mins within school time) with particular attention to those from disadvantaged backgrounds and those that are currently less active.

3. **Whole School Ethos** (PPESP Key Indicator: 2)

Raise the profile of and celebrate sport, PE, physical activity, play and wellbeing across the ethos of the whole school. Highlighting the importance of respecting others, positive attitudes and fair play. Utilise physical activity to contribute to the positive mental health and well-being of children.

4. **Range of Activity** (PPESP Key Indicator: 4)

Children have access to and enjoy a range of different sports, physical activities, leadership opportunities and unstructured play.

5. **Competitions** (PPESP Key Indicator: 5)

Children are able to take part in and enjoy competitive sport.

6. **Swimming** (PPESP Key Indicator: N/A)

All children are able to be safe in the water and develop as competent swimmers.

7. **Workforce Development** (PPESP Key Indicator: 3)

All staff and volunteers receive the training and support to enable and inspire them to deliver our aims effectively.

**What we do well:**

- We provide a range of sporting experiences through extra-curricular clubs (some of which are linked to local sports clubs)
- All classes have 2 PE sessions a week
- The school competes in a range of inter school competitions including inclusive events.

- We hold half termly house sporting competitions linked to the PE focus of each year group

**Key areas we will develop further:**

- The further development of junior sports leaders and the opportunities they have to take on leadership roles within the school community.
- Tracking for the 30 minutes of activity that classes are encouraged to participate in.
- Further develop the confidence of staff to teach dance and gymnastics across the school.
- Tracking of the progression of skills across the school.

## **Action Plan 2018/19**

**Allocated funding from the Primary PE and Sport Premium (PPESP): £ 19,500**

Schools must use the PPESP funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that we should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

**1. PE Curriculum** - Provision of at least 100 minutes of progressive, active and engaging curriculum PE per week (across 2 separate lessons on different days) for all children. (PPESP Key Indicator: 1)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	<b>REVIEW</b> <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
All children have at least 100 minutes of PE across at least 2 separate lessons, on different days.	<ul style="list-style-type: none"> <li>• Time tables are monitored to ensure that all year groups plan for quality PE lessons.</li> <li>• Learning walks will be carried out to ensure that PE is being taught in all classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of assessment of skills by teachers.</li> </ul>	N/A	N/A	Achieved  Continue to ensure that it is timetabled for.  Development of confidence in a range of activities
An effective curriculum map and scheme of work is in place.	<ul style="list-style-type: none"> <li>• The school uses an adapted MSSP curriculum Map alongside MSSP planning.</li> <li>• Purchase of online access to all Schemes of work.</li> <li>• Purchase of the updated Dance curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum map produced and monitored by PE lead.</li> <li>• Assessment is monitored to ensure coverage is occurring.</li> </ul>		£ 90  £350	Year Three has had a range of additional opportunities through Harlequins rugby and therefore this year group needs to ensure they have opportunity to experience activities missed this year.  This also applies to the year groups who completed additional dance and gymnastic session with the specialist coaches.  Up dated Dance curriculum to be purchased now the training has occurred ready for September.

<p>PE lessons are observed as good or better and meet the 2014 NC expectations.</p>	<ul style="list-style-type: none"> <li>• PE lead will complete learning walks throughout the year to monitor the standard of PE teaching.</li> <li>• Team teaching and monitoring with MSSP coaches</li> <li>• Purchase of additional PE equipment and storage to support implementation of PE scheme of Work</li> </ul>	<ul style="list-style-type: none"> <li>• Summary of learning walks will be feed back to teachers with next steps to ach on.</li> <li>• Team Teaching sessions for gymnastics and Dance will develop teachers skills and then feed into reflective teaching project.</li> </ul>		<p>£1350</p>	<p>Equipment has been purchased and being effectively used to support development of Cricket, rounders and other sports along with after school clubs.</p> <p>Lessons completed alongside coaches had feed back given to staff and areas identified to develop.</p>
<p>Effective measurement of pupils' progression is in place across school.</p>	<ul style="list-style-type: none"> <li>• PE assessment is completed half termly by class teachers and monitored by PE lead termly.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from subject leaders monitoring fed back to staff with clearly identified next steps and areas for school development.</li> </ul>			<p>Trial of Target tracker assessment completed in Spring Term. It was decided that it did not reflect the PE scheme of work that we were using and therefore would continue to use the assessment related to the specific objectives covered in each unit.</p> <p>Classes have completed this at the end of each term.</p>
<p>Children are consulted with and enjoy their PE lessons.</p>	<ul style="list-style-type: none"> <li>• Annual Children's voice survey completed in summer term.</li> </ul>	<ul style="list-style-type: none"> <li>• PE lead summaries and adapts curriculum map and additional sports clubs to reflect what went well and what the children would like to try.</li> </ul>			

**2. Physical Activity** - All children are enthused and able to be physically active for at least 60 minutes per day (minimum 30 mins within school time) with particular attention to those from disadvantaged backgrounds and those that are currently less active. (PPESP Key Indicator: 1)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	<b>REVIEW</b> <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
<p>Less active children are identified and targeted. Barriers are removed to help them engage more in a healthy and active lifestyle (this may be via C4L clubs or similar).</p>	<ul style="list-style-type: none"> <li>• Fun Fit club is run by two members of staff with targeted children invited to attend.</li> <li>• Double club in association with Fulham Football club.</li> <li>• Children identified to participate in 'Boot camps' Adventure weekends sponsored by external agencies.</li> <li>• Encouragement of Children to participate in other extra-curricular clubs</li> </ul> <p>(4 sports clubs run for a range of ages.)</p>	<ul style="list-style-type: none"> <li>• Attendance at club and anecdotal evidence of children's improved participation in PE sessions.</li> <li>• Monitoring of who is attending the extra-curricular clubs</li> </ul>		£3100	<p>Those children that have attended the clubs have stated that they have enjoyed the sessions and continue to attend expressing a desire to continue.</p> <p>Specific individuals have been targeted and the general fitness of the individuals has noticeably improved.</p>

<p>Physical Activity is mapped and ensures all children are able to meet the 30 minutes in school minimum guidance.</p>	<ul style="list-style-type: none"> <li>• Development and implementation of class Activity tracking sheet to be completed daily and every half term handed to PE lead to monitor</li> <li>• Staff training to look at the range of activities that could be completed as part of the 30 minutes of activity</li> <li>• Monitoring of Daily mile</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor tracking sheet and look at what types of activity are being completed.</li> <li>• Feedback findings and discuss where we can improve</li> </ul>		<p>Tracking format still needs to be developed. Children are completing the daily mile and 'Go Noodle' type activities but this needs to now be recorded and formalised.</p>
<p>Clubs and activities are enjoyable and available for <u>all</u> children to access including children with SEND.</p>	<ul style="list-style-type: none"> <li>• After school clubs cover a range of sports and age groups. <ul style="list-style-type: none"> <li>○ Hockey,</li> <li>○ Tag rugby</li> <li>○ Badminton</li> <li>○ Y1/2/3 football</li> <li>○ Y4/5/6 football</li> <li>○ Netball</li> <li>○ Fun Fit club</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participation in clubs is monitored and all clubs are open to all children including SEN</li> </ul>		<p>All clubs have a range of children of different abilities including SEND children.</p> <p>All children fully participate in all activities and enjoy the activities.</p>

<p>Clubs are varied, of a good quality and meet the gold standard in the MSSM.</p>	<ul style="list-style-type: none"> <li>• After school clubs cover a range of sports and age groups. <ul style="list-style-type: none"> <li>○ Hockey,</li> <li>○ Tag rugby</li> <li>○ Badminton</li> <li>○ Y1/2/3 football</li> <li>○ Y4/5/6 football</li> <li>○ Netball</li> <li>○ Fun Fit club</li> </ul> </li> <li>• Purchase of additional equipment to support circuit training in fun fit club</li> </ul>	<p>Participation in clubs is monitored and all clubs are open to all children including SEN</p>		<p>£ 300</p>	<p>Due to staffing changes this year not all clubs have been available for offer or continued.</p> <p>We are currently trying to further develop links with Fulham/AFC Wimbledon, Harlequins, Wimbledon hockey and MSSP to ensure a range of clubs are able to be offered next year with a high standard of coaching.</p>
<p>There are regular opportunities in the school day for children to be active such as brain breaks, daily mile, active classrooms, wake up shake up.</p>	<ul style="list-style-type: none"> <li>• Staff training on a range of ways that the children can be active throughout the day - Go noodle, Relax kids, Daily Mile</li> <li>• Central list of suggested resources compiled and added to throughout the year.</li> <li>• Activity tracking sheet completed by classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from staff training</li> <li>• Tracking sheets analysed</li> <li>• Investigate ways to practically track the daily mile.</li> </ul>			<p>Classes are actively encouraged to participate in the Daily mile 3-4 times a week and INSET in September showed Go-Noodle and other resources that the teachers are using to support additional activity in the classroom. Tracking for this is still being developed.</p>



**3. Whole School Ethos** - Raise the profile of and celebrate sport, PE, physical activity, play and wellbeing across the ethos of the whole school. Highlighting the importance of respecting others, positive attitudes and fair play. Utilise physical activity to contribute to the positive mental health and well-being of children.

(PPESP Key Indicator: 2)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li>   <li>• How will you sustain this?</li> </ul>
Health and wellbeing is promoted across the school and the 'Healthy Schools' accreditation is obtained.	<ul style="list-style-type: none"> <li>• PE lead and PSHE lead currently working on the Healthy schools accreditation.</li> <li>• Aim to submit after Easter holidays</li> <li>• Additional day out of class to compile application and evidence</li> <li>• Promotion of Healthy eating and diet through links with the science and DT curriculums. - Purchase of additional cooking equipment.</li> </ul>	Healthy Schools Mark awarded.		£293          £150	Not Completed          Audit of equipment completed and will be ordered ready for Autumn DT projects.
There are cross curricular links in place and utilised with PE and other subjects and active classrooms are encouraged.	<ul style="list-style-type: none"> <li>• Termly trips to Morden Hall Park that link exercise and with environmental learning.</li> <li>• This is an area that needs to be further developed.</li> </ul>				Whole school trips to the local park have continued which the children enjoy.

<p>Staff are encouraged to consider themselves as active, healthy and sporty role models. For example demonstrating a positive attitude towards PE and Sport at all times.</p>	<ul style="list-style-type: none"> <li>• Staff lead sporting activities with enthusiasm and participate fully in all activities modelling appropriate kit.</li> <li>• A wide range of whole school events that promote active lifestyles which staff take part in</li> </ul>	<ul style="list-style-type: none"> <li>• Students are correctly attired in PE and enjoy participating in activities along side staff.</li> </ul>			<p>Majority of Children correctly attired.</p> <p>Need to look at how can encourage those that persistently do not have the correct kit or any kit at all. Notes have gone home and parents have been spoken to with little effect, items in newsletters regularly</p> <p>Next year purchase spare kits for each class.</p>
<p>Fair play, sportsmanship and respect are promoted and expected across the school with the Refspect campaign/ awards being utilised during PE lessons and intra house competitions.</p>	<ul style="list-style-type: none"> <li>• Refspect promoted across all intra school competitions with children recognised for good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Children demonstrate an understanding of fair play in all games both organised and during free play.</li> <li>• Children acknowledged on Sports board.</li> </ul>			<p>Sportsmanship awards give out during sports day.</p> <p>Tag Rugby team achieved Refspect award at the Morden Tournament</p>
<p>Sporting achievement, effort and progress is regularly celebrated across the school.</p>	<ul style="list-style-type: none"> <li>• Certificates awarded in assemblies</li> <li>• Pictures are posted on Sports boards of participants.</li> <li>• End of year sporting trophies</li> </ul>	<ul style="list-style-type: none"> <li>• Record kept of which children have competed in which competitions.</li> <li>• Children acknowledged on Sports board.</li> <li>• A range of children receive sporting awards</li> </ul>			<p>House tournament results are shared through assemblies.</p>

<p>Children are taught resilience through sport, PE and PA and links to emotional and mental health and wellbeing including coping with stress and performance are considered in the curriculum and promoted throughout the school day.</p>	<ul style="list-style-type: none"> <li>• Links to Habit of Mind and house points.</li> <li>• Visits from professional athletes to promote perseverance and the ability to move past disappointments.</li> <li>• Mindfulness exercises - Go-noodle, yoga, breathing exercises</li> <li>• Look at having a mindfulness week/day again this year</li> <li>• Year 6 will take part in the Prince William Award scheme to promote healthy lifestyles, resilience and positive mental attitudes. This will be part of their transition to high school.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from children in Pupil voice.</li> <li>• Feedback and observations of staff.</li> <li>• Activity log</li> <li>• Year 6 children develop positive attitude towards sport and their preparation for high school developing a mature outlook and becoming good role models for the rest of the school community.</li> </ul>		<p>£2000</p>	<p>Feed back to staff from specialist Coaches in Dance and Gymnastics</p> <p>To begin in September 2019</p>
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<p>The school website (as well as other correspondence and social media) displays and promotes the sporting ethos of the school and opportunities available to all children effectively.</p>	<ul style="list-style-type: none"> <li>• All correspondence has the Sports mark shown.</li> <li>• PE policy states ethos of school - needs to be reviewed and turned into Physical education and physical activity policy (April 2019)</li> <li>• Facebook and Twitter posts saying what we have been up to.</li> </ul>				<p>Facebook page updated after sports competitions.</p>
<p>School staff and governors are fully aware of and ensure the implementation of the plans and policies for PE and PA.</p>	<ul style="list-style-type: none"> <li>• Actions plans are shared with Governors and Staff.</li> <li>• Governors updated of PPSEP funding expenditure</li> <li>• Governors attend MSS briefings</li> <li>• PE Lead is Staff Governor so regularly updates governing body.</li> </ul>	<ul style="list-style-type: none"> <li>• Update the action Plan.</li> <li>• Monitoring of implementation through learning walks and monitoring of planning and assessment.</li> <li>• Policy updated and ratified by governors</li> </ul>			<p>Action Plan review and updated in line with SDP.</p>

<p><b>4. Range of Activity</b> - Children have access to and enjoy a range of different sports, physical activities, leadership opportunities and unstructured play. (PPESP Key Indicator: 4)</p>					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	<p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>

<p>Clubs are varied, of a good quality and meet the gold standard in the MSSM.</p>	<ul style="list-style-type: none"> <li>• After school clubs cover a range of sports and age groups. <ul style="list-style-type: none"> <li>○ Hockey,</li> <li>○ Tag rugby</li> <li>○ Badminton</li> <li>○ Y1/2/3 football</li> <li>○ Y4/5/6 football</li> <li>○ Netball</li> <li>○ Fun Fit club</li> </ul> </li> <li>• Investigating possibility of MSSP Dance and Gymnastic clubs</li> </ul>	<p>Participation in clubs is monitored and all clubs are open to all children including SEN</p>		<p>Clubs have taken place but for shorter time periods than usual due to staff changes.</p> <p>Looking a further developing links with external clubs to ensure that continue to provide a range of clubs next year.</p>
<p>External coaches are deployed to increase the range of clubs available for children and to provide further links to community clubs OSHL</p>	<ul style="list-style-type: none"> <li>• Links with Fulham Football club through Double club - football and English work</li> <li>• Wimbledon Hockey club provide coaches for lunch time hockey club</li> </ul>	<p>Monitor participation in the clubs</p>		<p>Participation is recorded</p> <p>Lunch time Hockey and Tennis clubs through links with clubs for KS2.</p> <p>Harlequins led tag rugby club in summer term for KS2.</p> <p>Looking to further develop these links next year.</p>

<p>A leadership programme is in place for <u>all</u> Year 5s (initial training session delivered by MSSP or similar then 6 unit programme).</p>	<ul style="list-style-type: none"> <li>Year five has been trained for Junior Sports leaders. (34 children)</li> </ul>	<ul style="list-style-type: none"> <li>Monitor assessment of training</li> <li>Further develop opportunities for children to take on leadership roles</li> </ul>		<p>Year 5s supported the EYFS and KS1 sports days.</p>
<p>Sports leaders promote healthy and active lifestyles and fair play and are able to volunteer during lunch time / breakfast clubs targeting less active children (i.e. change for life clubs).</p>	<ul style="list-style-type: none"> <li>Summer Term Children will be able to lead activities during lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>Children complete evaluations of sessions.</li> <li>Give junior sports leader awards once they have completed 4 volunteer session.</li> </ul>		<p>This was not possible this year due to the cohort. This will be revisited in 2019/20.</p> <p>Development and plans in place for next year.</p>
<p>Gifted and talented pupils in PE and sport (including those with SEND) are recognised by teachers. Support is provided to signpost them to find progression pathways both within and out of school.</p>	<ul style="list-style-type: none"> <li>Gifted and talented children are added to G and T register and encouraged to join both school and local sports teams.</li> </ul>	<ul style="list-style-type: none"> <li>Records of participation in external clubs kept.</li> <li>Children given opportunity to participate in inter school competitions.</li> </ul>		<p>Wimbledon hockey talent spotted and invited to join a club.</p> <p>Information for Football, cricket and rugby clubs passed on to parents/ carers and children</p> <p>Lawn bowls encouraged individuals in Year 6 who showed talent to join the club.</p>

<p>Playgrounds and other facilities provide a stimulating and practical space for children to be active through unstructured play and take part in PE and sport with suitable equipment to ensure a good range of activities.</p>	<ul style="list-style-type: none"> <li>• Purchase of additional playground equipment to support active play.</li> <li>• Play leaders promote fair play and ensure that children have the opportunity to engage in a wide range of activities.</li> <li>• EYFS purchasing equipment to promote active learning and both fine and gross motor skills.</li> <li>• Purchase of exercise activity equipment to extend the trim-trail.</li> </ul>	<p>Children are engaged in positive play activities during their breaks and choose a range of physical activities and games that promote an active life style</p>		<p>£370</p> <p>£600</p> <p>£4500</p>	<p>Children utilising all equipment effectively with all individuals having the opportunity to use it.</p> <p>Following the addition of 2 further exercise machines the number of children accessing fitness during lunchtimes has significantly increased.</p>
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<p><b>5. Competitions</b> - Children are able to take part in and enjoy competitive sport. (PPESP Key Indicator: 5)</p>					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	<b>REVIEW</b> <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>

<p>School games day (sports day) delivered which engages <u>all</u> children in the school.</p>	<ul style="list-style-type: none"> <li>• A sports day is held for each key stage including EYFS in June.</li> <li>• Parents invited.</li> </ul>	<ul style="list-style-type: none"> <li>• Y5 and 6 Children attend Borough Finals event.</li> <li>• Positive parent feed back received after event</li> </ul>			<p>All children took part in sports day activities with the opportunity for parents to share the day.</p> <p>Achievements and sportsmanship celebrated in assemblies.</p>
<p>Intra comp programme in place for <u>all</u> children to meet the MSSM gold standard.</p>	<ul style="list-style-type: none"> <li>• Half termly house competitions for all year groups. Results shared at end of half term assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have participated in competitions utilising the skills developed during PE sessions.</li> <li>• Results published on sports board and at house assemblies.</li> </ul>			<p>Years 1-6 held half termly competitions in the sport/activity they had been working on during PE including Benedict's own Strictly come Dancing.</p>
<p>Entry to inter school competitions and festivals takes place to meet the MSSM gold standard.</p>	<ul style="list-style-type: none"> <li>• Inclusive football</li> <li>• Y5/6 B team football</li> <li>• Boccia tournament</li> <li>• Inclusive multi-skills</li> <li>• Challenge run</li> <li>• Tag Rugby</li> </ul>	<p>Receive nominations for Refspect awards</p> <p>Children's participation acknowledged in school assemblies.</p>			<p>Achieved the Merton Refspect Award at the Cluster Tag Rugby Tournament.</p> <p>We were only able to attend limited competitions this year due to the changes in staff and the times that the competitions were held.</p>



<p>All children including those with SEND are able to represent their school and compete at inter competitions and festivals.</p>	<ul style="list-style-type: none"> <li>• All include some members that have SEND.</li> <li>• SEND children participate in inclusive festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given opportunities to try adaptive sports and participation acknowledged in whole school assemblies.</li> <li>• Records kept of all children's participation to enable as many individuals as possible take part.</li> </ul>		<p>SEND children participated in the Boccia and Multi sports events and were awarded medals for participation.</p> <p>We also participated in the Football and Tag rugby tournament.</p>
<p>Pupils, teachers and accompanying parents understand the rules, etiquette and formats for each sport. Children are given opportunities to practice before the competition.</p>	<ul style="list-style-type: none"> <li>• Refspect rules shared with staff, children and parents before attending tournaments.</li> <li>• Teams have the opportunity to practice during clubs and PE lessons before attending tournaments.</li> </ul>	<ul style="list-style-type: none"> <li>• All adults attending events behave in an appropriate manner.</li> <li>• Children have a good understanding of the rules of the competition and can apply them when playing.</li> </ul>		<p>Awareness of Refspect awards and expectation are clear for all individuals.</p>

**6. Swimming** - All children are able to be safe in the water and develop as competent swimmers. (PPESP Key Indicator: N/A)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	<b>REVIEW</b> <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
<p>A swimming plan is in place to track and improve swimming ability.</p>	<ul style="list-style-type: none"> <li>• Children attend swimming for two terms at Cannons Leisure facility.</li> <li>• Children are taught by qualified swim instructors.</li> <li>• Year five children who have not achieved the expected standard of swimming 25m are given the opportunity to complete 13 Top up Swimming sessions</li> <li>• Long term plan to move swimming to year three where they will have 3 terms of swimming.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment completed by instructors and shared with teaching staff at school.</li> <li>• Top up swimming assessment carried out by instructors</li> </ul>	<p>£852 a term</p> <p>Parents asked to contribute</p>		<ul style="list-style-type: none"> <li>• Children gain confidence in water at a younger age before developing anxiety in water.</li> <li>• Parents encouraged to continue swimming lessons.</li> <li>• Teachers receive tracking and assessment from coaches at the end of the unit.</li> </ul>

<p>All children receive two terms of swim lessons during KS 2</p> <p>TARGET 50 % can swim 25m at the end of the swim programme.</p> <p>TARGET 75% can use a range of strokes effectively at the end of the swim programme.</p> <p>TARGET 100% can perform safe self rescue in different water based situations at the end of the swim programme.</p>	<ul style="list-style-type: none"> <li>Children attend swimming sessions weekly at Cannons for one term in Year four and two terms in Year Three.</li> <li>Children monitored and assessed during sessions</li> </ul>	<ul style="list-style-type: none"> <li>Assessment used to identify children to attend top up sessions in Year five.</li> <li>Teachers use information to encourage targeted parents to continue swimming sessions.</li> </ul>		N/A	<p>2018-19 Results</p> <p>42% of children that swim 25m when completed programme in year 4</p> <p>42% of children can use a range of strokes effectively when completed programme in year 4</p> <p>An additional 20% of children can swim 10m when completed programme in year4 and the top up swimming in Year 5 resulted in 7 out of 16 children achieving 10 metres.</p>
<p>Provide a Top Up swimming programme to ensure less confident and less able swimmers are able to progress to meet the NC expectations at the end of the school's standard curriculum swimming programme.</p>	<ul style="list-style-type: none"> <li>18 targeted Children provided with 13 Top up swimming sessions in year 5.</li> <li>Assessment carried out by instructors</li> </ul>	<ul style="list-style-type: none"> <li>Children close gap to NC expectations.</li> </ul>			<p>Top up swimming in Year 5 resulted in 7 out of 16 children achieving 10 metres.</p>

**7. Workforce Development** - All staff and volunteers receive training and support to enable and inspire them to deliver our aims effectively.  
(PPESP Key Indicator: 3)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	<b>REVIEW</b> <ul style="list-style-type: none"> <li>What was the outcome/impact for your pupils?</li> <li>Next steps?</li> <li>How will you sustain this?</li> </ul>
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<p>The PE Coordinator is leading 'good' PE effectively and confidently across the whole school.</p>	<ul style="list-style-type: none"> <li>MSSP membership</li> </ul>	<p>Information from the conferences is disseminated through staff training sessions.</p> <p>MSSP curriculum is being used throughout the school</p> <p>Participation in MSSP organised sports competitions.</p>		<p>£1000</p>	<p>Participated in tournaments and support for sports award - Bronze level expected.</p> <p>Year 5 Sports leaders training carried out by PE lead.</p>
<p>Teachers' training and development needs have been audited and met to a gold standard in the MSSM. PE lessons are observed regularly to ensure high quality PE is embedded across the school.</p>	<p>Team teaching sessions with MSSP coaches in Dance and Gymnastics to develop skills of all teaching staff</p> <p>Additional Sports courses run by MSSP</p>	<ul style="list-style-type: none"> <li>Teacher's complete reflective journal and share experiences.</li> <li>Standard of PE teaching continues to develop across the school.</li> </ul>		<p>£4424</p> <p>£750</p>	<p>One term of Gymnastic Support and team teaching.</p> <p>All classes had 3 Dance sessions with qualified instructor to support development of lesson structure.</p> <p>Significant improvement is the gymnastic proficiency of all children.</p>
<p>Inclusive sport forms part of PE planning and delivery. Pupils' needs are known and teachers feel confident to deliver inclusive PE lessons and clubs, making any adaptations as required.</p>	<p>Staff have all had training to plan and adapt activities to meet the needs of all members of the class.</p>	<ul style="list-style-type: none"> <li>Lesson observations show that appropriate adaptations have been made to meet the needs of all individuals.</li> </ul>			<p>All children in all year groups are participating in PE lessons</p>

<p>Volunteers, Governors and AOTT are provide the training they need to support our schools aims around PE, PA and sport.</p>	<p>Governors are informed of how the Sports Premium funding is spent.</p> <p>Policy documents are shared with governors</p> <p>Meetings with Link governor to discuss PE within the school</p>	<p>Governors are aware of spending plans and have read the school PE policy.</p>			<p>Review of Sports funding spending is completed.</p>
<p>Staff understand how physical activity can contribute to the positive mental health of students.</p>	<p>Mental Health/ mindfulness training as part of INSET in Autumn.</p> <p>Each class has time for meditation/relaxation sessions.</p> <p>Strategies are taught to children that help to develop positive mental health.</p>	<p>Children use strategies to deal with a range of situations in a positive way.</p> <p>Calm learning environments are established.</p>			<p>Go Noodle and other activities used to promote calm environments and positive learning spaces.</p>